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FIRST ANNUAL REPORT  
OF THE  
INDIAN TRAINING SCHOOL,

Carlisle Barracks,

CARLISLE, PA., Oct. 5th 1880.

HON. R. E. TROWBRIDGE,

Commissioner of Indian Affairs.

SIR:—I have the honor to transmit the annual report of this school, required by your letter of July, 18th 1880.

In order that the whole number of students, increase and decrease, may be understood, I furnish a tabulated statement.

Under your order of Sept. 6th, '79 I proceeded to Dakota and brought from the Rosebud and Pine Ridge Agencies 60 boys, and 24 girls. This detachment reached Carlisle, Oct. 5th, 1879.

I then went to the Indian Territory and brought from the Cheyenne, Kiowa, Pawnee, and other tribes, 38 boys, and 14 girls, and returned to Carlisle on the 27th of October.

On both of these visits I was accompanied by Miss S. A. Mather of St. Augustine, Fla., from whom I received valuable assistance in the care and management of the youth.

With the consent of General Armstrong, I had brought from the Hampton Institute eleven of the young men, who were formerly prisoners un-

der my care, in Florida, and had, at that time, been under the care of the Hampton Institute eighteen months. These formed a nucleus for the school, and rendered most valuable assistance in the care and management of the large number of new children, most of whom came directly from the camps.

The school opened on the 1st of Nov., 1879, with 147 students. On the 6th of Nov., we received six Sisseton Sioux, and two Menomonees. On the 28th of Feb., 1880, eight Iowa, Sac & Fox children reached us, under the care of Agt. Kent. On the 9th of March a Lipan boy and girl were sent to us by order of the War Department. They had been captured three years previous by the 4th Cavalry in Old Mexico. On the 20th of Feb. eleven Ponca and Nez Perces children were received from Inspector Pollock, and on the 1st of April ten Kiowa, Comanche and Wichita children were added to those previously received from that agency. July 31st Rev. Sheldon Jackson brought to us one Apache and ten Pueblo children from New Mexico. September 6th, Agt. Jno. D. Miles brought to us forty-one Cheyenne, Comanche and Arapahoe children from his own and the Kiowa agencies. This aggregated us two hundred and thirty-nine children in all.

Our losses have been twenty-eight boys, and nine girls returned to the agencies. Nine of these were of the former Florida prisoners, who, being sufficiently advanced to render good service at their agencies as workers, and examples to their people, and being rather old, and some of them heads of families, it was considered best to return them to their tribes, and fill up with children, great numbers of whom were anxious to come.

Of the remaining nineteen boys and nine girls returned, Spotted Tail, because of dissatisfaction

on account of the non-employment of his son-in-law, carried away nine of his own children and relations; four of the others were allowed to go home with the chiefs for special reasons, and the remaining fifteen were returned because of imperfect physical and mental condition.

We have lost by death six boys, and have heard of the death of four of those returned to their agencies.

These changes leave us at the date of this report, October 5th, with 196 pupils, 139 of whom are boys, and 57 girls.

About one half of these have received instruction at the agency schools; the remainder came to us directly from the camps. Two-thirds are the children of chiefs and head men. About ten per cent are mixed blood.

The school work is organized into six graded departments, with additional side recitations.

In the educational department the instruction is objective, although object-teaching is subordinate to the study of language. This is the first point, the mastery of the English language. We began this study and that of reading by the objective word method. The object or thought is presented first; then language given to express the idea. We use script characters first, reading and writing being taught at the same time by the use of the blackboard. Drill in elementary sounds aids in securing correct pronunciation. Spelling is taught only in this way, and by writing. Numbers are taught objectively, as far as the knowledge of language will permit following Grube's method. Geography is taught by oral lessons and by drawing.

For beginners we use no text books. "Keep's first lessons for the deaf and dumb" has been serviceable and suggestive for teachers' use. To a limited extent we have followed this method.

We use Webb's Model First Reader, and Appletons Second, "Keep's Stories with Questions," and in arithmetic, "Franklin's Primary." "Picture Teaching" by Janet Byrne, is especially adapted to Indian work, but is expensive.

We find pictures and objects of great service, furnishing material for sentence building and conversations.

The progress in our school-room work is most gratifying. It is not too much to say that these Indian children have advanced as well as other children could have done in the same period. They have been especially forward in arithmetic and in writing, and their correspondence with their parents and friends is becoming a source of great interest and satisfaction.

Industrially, it has been our object to give direction and encouragement to each student of sufficient age, in some particular branch. To accomplish this, various branches of the mechanic arts have been established, under competent and practical workmen, and a skilled farmer placed in charge of the agricultural department.

The boys desiring to learn trades have generally been allowed to choose. Once placed at a trade, they are not changed, except for extraordinary reasons. A number of the boys who have passed the age of maturity, and have expressed a desire to become professional mechanics are kept continually at work, and are given the benefits of a night school; but the general system has been to work at the trades a day and a half or two days each week, and attend school the other days.

Under this system, we have a blacksmith and wagon-maker with ten apprentices, a carpenter with seven apprentices, a harness-maker with thirteen apprentices, a tinner with four ap-

prentices, a shoe-maker with eight apprentices, and a tailor with three apprentices; there are three boys in the printing office, under competent instruction, and two baking bread.

The mechanical branches, except those of the shoe-maker and carpenter, were established last April.

All boys not under instruction at trades, have been required to work, periodically under the direction of the farmer.

The progress, willingness to work, and desire to learn on the part of the boys in their several occupations, have been very satisfactory. Being guided and watched by competent mechanics, the quality of the work turned out challenges comparison.

The carpenters have been kept busy in repairing, remodelling &c., and in constructing the chapel and addition to the mess room. The blacksmith and wagon-maker, in addition to fitting up the shops and getting ready for work, has made a number of plows, harrows and other agricultural implements, has done all our repairing, horse and mule shoeing, and has constructed one carriage and two spring wagons suitable for agency use.

In the harness-shop, the boys have developed a special capacity. We have manufactured 55 sets of double wagon-harness, and 3 single sets of carriage harness.

In the tin-shop, we have manufactured 177 doz. of tin-ware, consisting of buckets, coffee-pots, tea-pots, pans, foot-baths, oil-cans and cups; and in addition, have repaired our roofs, spouting &c. to the extent of about a months work for the instructor and apprentices.

In the shoe-maker's shop, we have been unable, so far, to do much outside of repairing. We have half-soled and otherwise repaired about



800 pairs of shoes.

The tailoring department was only established the 15th of August. Already, our boys are able to do all the sewing on a pair of trousers, very satisfactorily.

Two of the boys in the printing office are able to set type and assist in getting off our school paper, printing lessons &c. and one of them is so far advanced as to edit and print a very small monthly paper, which he calls the "School News," and which has won many friends for the school.

Our bakers make good, wholesome bread, in quantities sufficient to supply the school.

The products of the farm are given in the general statistics.

In all these several branches of labor we have found capacity and industry sufficient to warrant the assertion, that the Indian, having equal chances, may take his place and meet successfully the issues of competition with his white neighbor.

The girls have been placed under a system of training in the manufacture and mending of garments, cooking, and the routine of household duties pertaining to their sex. All of the girls' clothing and most of the boys' underwear and some of the boys' outer garments have been manufactured in the Industrial room, in all of which the girls have taken part and given very satisfactory evidence of their capacity. About twenty-five of the older girls do effective work on the sewing-machine.

At our recent Fair here, we placed on exhibition samples of the work of the departments, all of which attracted much favorable comment.

Under the authority of the Department, last Spring, I sent two boys and one girl to Lee, Mass. where they were placed in the family of Mr. Hyde, for the summer months.

Arrangements were made for twenty-five others, through Capt. Alvord of Easthampton Mass. A misunderstanding having arisen with regard to the ages and probable working qualities of the youth to be sent, I did not send this last party. Five girls and sixteen boys were placed in families in this vicinity for different periods during the summer months. The children have generally given satisfaction. The coming year, with a better understanding of the Indian on the part of the Whites, and a better understanding of English, and increased desire to work on the part of the Indian, there is reason to believe that all the children we may desire to put out during vacation, will find places. This plan is an individualizing process, and most helpful to the work.

The discipline of the school has been maintained without difficulty, and punishments have been called for but infrequently. When offences have been serious enough to demand severe punishment, the cases have generally been submitted to a court of the older pupils, and this has proved a most satisfactory method.

No trouble has arisen from the co-education of the sexes; on the contrary it has marked advantages.

The boys have been organized into companies as soldiers, and the best material selected for sergeants and corporals. They have been uniformed, and drilled in many of the movements of army tactics. This has taught them obedience and cleanliness, and given them a better carriage.

A lady friend in Boston gave us a set of brass instruments. Under the direction of a competent instructor, twelve of the boys have in a little over two months learned to play these instruments so as to give us tolerable music for

our parades.

There has been no epidemic, and we have had but very few deaths that could not be traced to hereditary causes, or chronic affections.

The good people of the town have given us active sympathy and aid, and have welcomed the children to the different Sunday Schools and churches. All of the boys have been divided into classes, and regularly attend the different Sunday-schools of the town. This has been an inestimable benefit, and a great encouragement to teachers and scholars. Several of our older and more intelligent boys have become members of the Presbyterian Church, and in their daily conduct show a proper regard for their profession. The Episcopal church has baptized and confirmed most of the Sioux children.

The Rev. Dr. Wing, of the Presbyterian church, and Prof. Lippincott, of Dickinson College, have been kind enough to give us regular religious services on Sabbath afternoons.

Numerous letters from many parts of the Indian country, and from parents and relations of the children here, and from other Indians, show that there is an awakening among the Indians in favor of education, and industrial training for the young.

I have to acknowledge with gratitude the deep interest and liberal support of the Department, the hearty and efficient co-operation of teachers and other employes, and the sympathy and kindness of a multitude of friends all over the country, which, with the blessing of God, have rendered this effort, so far, a success.

With great respect,

I am your obedient servant,

R. H. PRATT,

1st. Lieut. in charge.